

Response to Intervention: Leadership

**Huntington County Community
School Corporation
(HCCSC)**



Presentation Overview

1. Rtl Leadership Team

2. Rtl Planning Process

- Alignment of Plans
- Essential Components

3. Building Capacity with Stakeholders

- School Board
- Certified & Classified Staff
- Parents & Community Members





Rtl Leadership Team

- **Broad-Based Planning Committee:**
 - Administrators
 - **Professional Development Coordinators**
 - Teachers from all levels & content areas
 - **Counselors**
 - School Psychologists
 - **Parents (general & special ed.)**
 - Community Leaders
 - **Higher Education**
 - Students



Student Perspective

- Universal screenings & a lack of student motivation:
 - At no point had a teacher ever explained to them why they were taking the assessments
- The need for immediate feedback
- Wanting an environment that was absent of threat
- Wanting better relationships with their teachers
- The need to understand the difference between equal & fair concerning student interventions & services

“Too often education is something we do *to* students instead of *with* students.”



Rtl Planning Process

- Build a common understanding of Rtl within the committee
 - Understanding the laws & national Rtl landscape
- **Analysis of current practices**
- Asked each group represented to answer some critical questions:
 - What initiatives are in place that connect to Rtl?
 - How can these initiatives connect more closely to one another?
 - What do we need to do differently to move forward with Rtl implementation?
- **Filling the gaps**
 - **Subcommittees worked on various issues**
 - i.e.: E/LA Standard 7 Rubric



Rtl Planning Process

- Key decisions for the committee:
 - How many tiers?
 - Expectations & services within each tier
 - Model – standard treatment protocol vs. problem solving?
 - Scope of model
 - Academics & Behavior, Grade levels, Content areas, etc.
 - Universal screenings & progress monitoring
 - What tools & how often (Rule of 4/4)
 - How to build a common understanding & implement across the district?
 - How will we monitor implementation?



Alignment of Plans

- Curriculum Audit Findings:
 - Need more differentiation, especially in grades 4-12
 - Gaps in Core Curriculum
 - Core Instructional Strategies – more consistency with research-based best practices
- Curriculum Mapping:
 - Identifying differentiation within the maps (HA, T2, T3)
 - Master Maps that all teachers follow
 - Gap analysis of standards

- Coordinate Plans:

District
Improvement
Plan

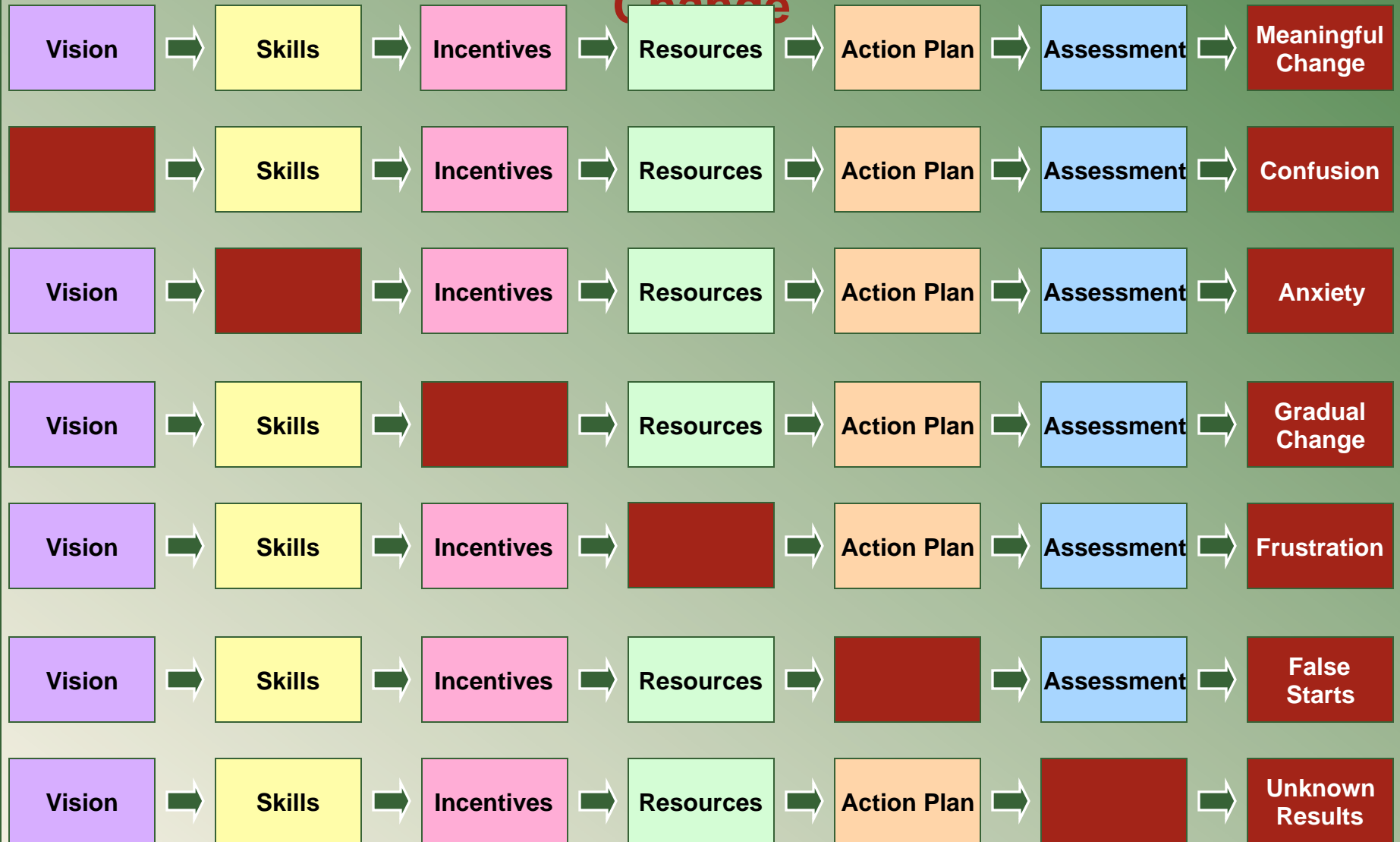


Rtl Plan

Building
P.L. 221 Plans



Managing Complex Change



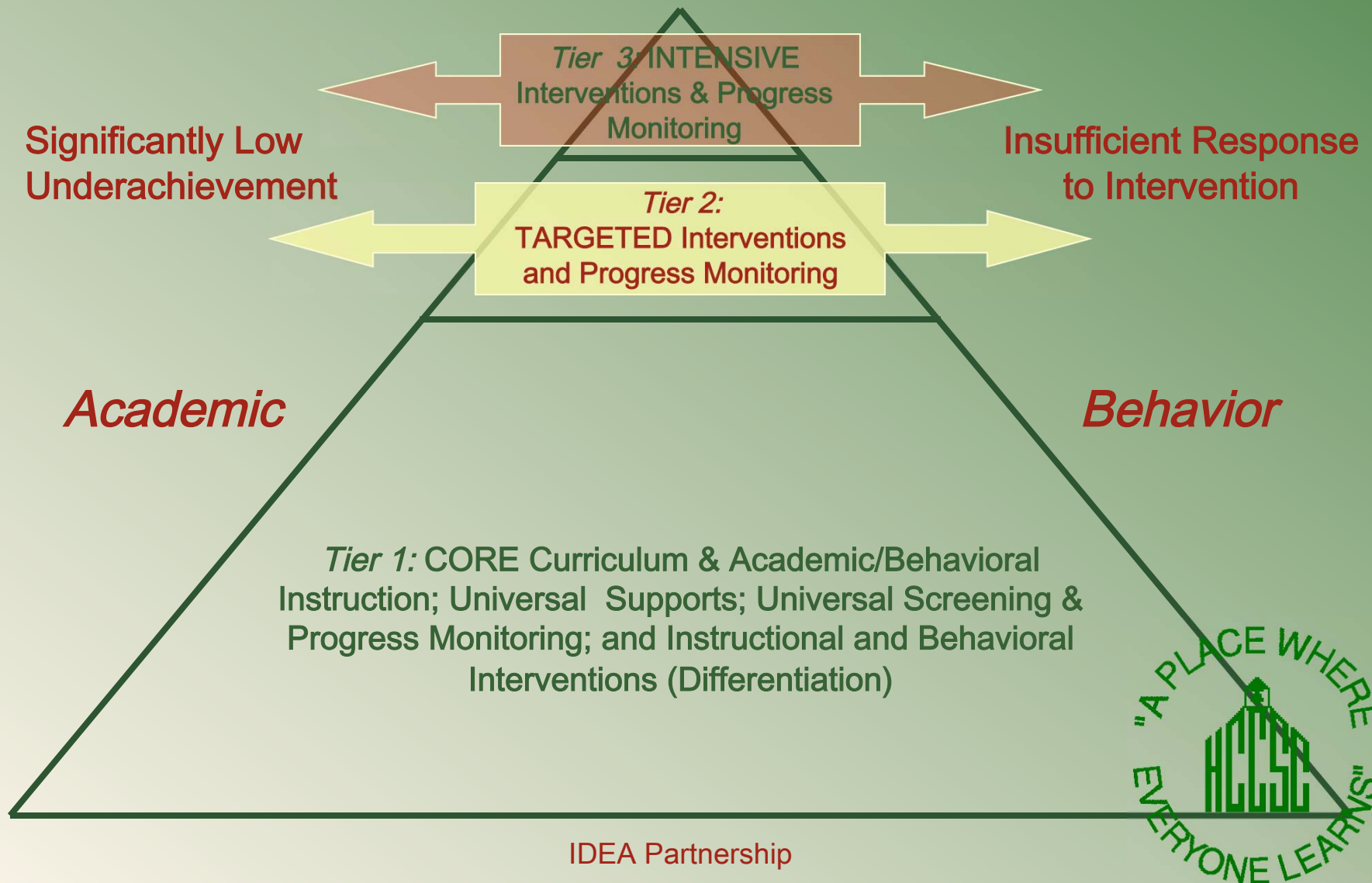
Essential Components of RtI Implementation

1. Multi-tier model
2. Problem-solving method
3. An integrated data collection & assessment system

IDEA Partnership



Essential Component 1: Multi-tier Model



Tier 1: HCCSC

Academic Systems

- Curriculum Mapping
- Highly Effective Teaching Model
- Differentiated instruction
- Embedded interventions

Behavioral Systems

- School-wide & Classroom Procedures continuously taught & modeled
- Lifelong Guidelines & LIFESKILLS taught & modeled
- Pro-social and pro-active discipline strategies



- Universal Screenings: NWEA, DIBELS, Quarterly Writing, # of Office Referrals, etc.
- Continuous progress monitoring (DIBELS, etc.)

IDEA Partnership



Standard Treatment Protocol Hybrid: Academics

Tier	K-2	3-5	6-8	9-12
Tier 1	Core Curriculum w/ Differentiation	Core Curriculum w/ Differentiation	Core Curriculum w/ Differentiation	Core Curriculum w/ Differentiation
Tier 2	Guided Reading, Differentiation, Success Maker, Sheltered Lessons	Guided Reading, Differentiation, Success Maker, Sheltered Lessons	Guided Reading, Differentiation, Success Maker, Sheltered Lessons	Differentiation, Dev. Reading, Reading Comp., Wilson Reading, NovaNet, Sheltered Lessons
Tier 3 & Special Ed.	L.L.I., Success Maker, Rosetta Stone, Wilson Reading, Ortin Gillingham, Lindamood-Bell, Tucker Reading	L.L.I., Success Maker, Rosetta Stone, Wilson Reading, Ortin Gillingham, Lindamood-Bell, Tucker Reading	READ 180, System 44, Success Maker, Rosetta Stone, Wilson Reading, Lindamood-Bell, Ortin Gillingham, Tucker Reading	READ 180, System 44, NovaNet, Success Maker, Rosetta Stone, Wilson Reading, Lindamood-Bell, Ortin Gillingham, Tucker Reading

Standard Treatment Protocol Hybrid: Behavior

Tier	K-2	3-5	6-8	9-12
Tier 1	Lifelong Guidelines, LIFESKILLS, Procedures, Agendas Boards	Lifelong Guidelines, LIFESKILLS, Procedures, Agendas Boards	Lifelong Guidelines, LIFESKILLS, Procedures, Agendas Boards	Lifelong Guidelines, LIFESKILLS, Procedures, Agendas Boards
Tier 2	Same as Tier 1 - Taught & modeled more frequently, Small group interventions	Same as Tier 1 - Taught & modeled more frequently, Small group interventions	Same as Tier 1 - Taught & modeled more frequently, Small group interventions	Same as Tier 1 - Taught & modeled more frequently, Small group interventions
Tier 3 & Special Ed.	Functional Behavioral Assessment & Plans, Check-in & check – out Procedures, Individ. Interventions, Wrap-around Services	Functional Behavioral Assessment & Plans, Check-in & check – out Procedures, Individ. Interventions, Wrap-around Services	Functional Behavioral Assessment & Plans, Check-in & check – out Procedures, Individ. Interventions, Wrap-around Services	Functional Behavioral Assessment & Plans, Check-in & check – out Procedures, Individ. Interventions, Wrap-around Services

Building Capacity with Stakeholders

- **School Board:**

- **Presentations to build understanding of Rtl**

- **Core Values:**

1. Lifelong Guidelines, LIFESKILLS, and a Secure Environment
2. High Expectations, High Achievement, and Accountability
3. Focus On The Future
4. Continuous Improvement For All
5. Responsive Communication
6. Evidence-Based Decisions
7. Shared Leadership
8. Stakeholder Focus

- **Mission**

- **Vision**

- **Board Goals**



Building Capacity with Stakeholders

- **School Board:**

- **Stakeholder groups identified 7 focus areas:**

- Literacy
 - Mastery of Indiana Academic Standards
 - Stakeholder Satisfaction
 - Leadership Development
 - Safe Learning Environment
 - Career Readiness
 - Wise Use of Resources

- **Continuous Quality Improvement:**

- Balanced Scorecard
 - District, Building, & Classroom Dashboards (aligned)
 - S2S Meetings (System to System)
 - PDSA (Plan, Do, Study, Act)
 - Classroom Quality Rubrics



Balanced Scorecard

Huntington County Community School Corporation's Balanced Scorecard						
Aim/Focus Area	Action Plan	Performance Indicators (Green indicates dashboard indicator)	Measurement Collection Methods (Green indicates dashboard indicator)	Frequency	Location in Report Card	Person Responsible
1. Literacy Aims:	<ul style="list-style-type: none"> Monitor the implementation of the Elementary Literacy Model; especially Guided Reading Implement the Secondary Literacy Model Focus on direct instruction in reading, K-12 Differentiation, K-12 Monitor READ 180 Pilot at CV 	1.1 % students K-12 reading at or above grade-level	1.1.1 NWEA: % of students at grade-level appropriate RIT/Lexile range; grades K-12	Fall, Winter, & Spring	See chart #	
			1.1.2 DIBELS: % of students meeting benchmark in each area; grades K-2	Fall, Winter, & Spring	See chart #	
			1.1.3 READ 180????			
			1.1.4 NWEA: % of students meeting fall to spring growth targets; grades K-12	Annually	See chart #	
			1.1.5 ISTEP+/GQE; % at pass and pass+; grades 3-10	Annually	See chart #	
			1.1.6 SAT Critical Reading	Annually	See chart #	
			1.1.7 ACT Reading	Annually	See chart #	
		1.2 % students K-12 mastering language arts standards/skills	1.2.1 NWEA: % of students at grade-level appropriate RIT score ; grades K-10	Fall & Spring	See chart #	
			1.2.2 NWEA: % of students meeting fall to spring growth targets; grades K-10	Annually	See chart #	
			1.2.3 ISTEP+/GQE; % at pass and pass+; grades 3-10	Annually	See chart #	
			1.2.4 English 11 ECA	Annually	See chart #	
			1.2.5 AP English Exam	Annually	See chart #	
		1.3 % students K-12 mastering writing standards/skills	1.3.1 % of students scoring a 4, 5, or 6 on the Quarterly Writing Assessments; grades K-8	Twice a year	See chart #	
			1.3.2 % of students showing growth above baseline data score on Writing Assessment in grades 9-12	Quarterly	See chart #	
			1.3.3 ISTEP+/GQE; % at pass and pass+; grades 3-10	Annually	See chart #	
			1.3.4 SAT Writing	Annually	See chart #	

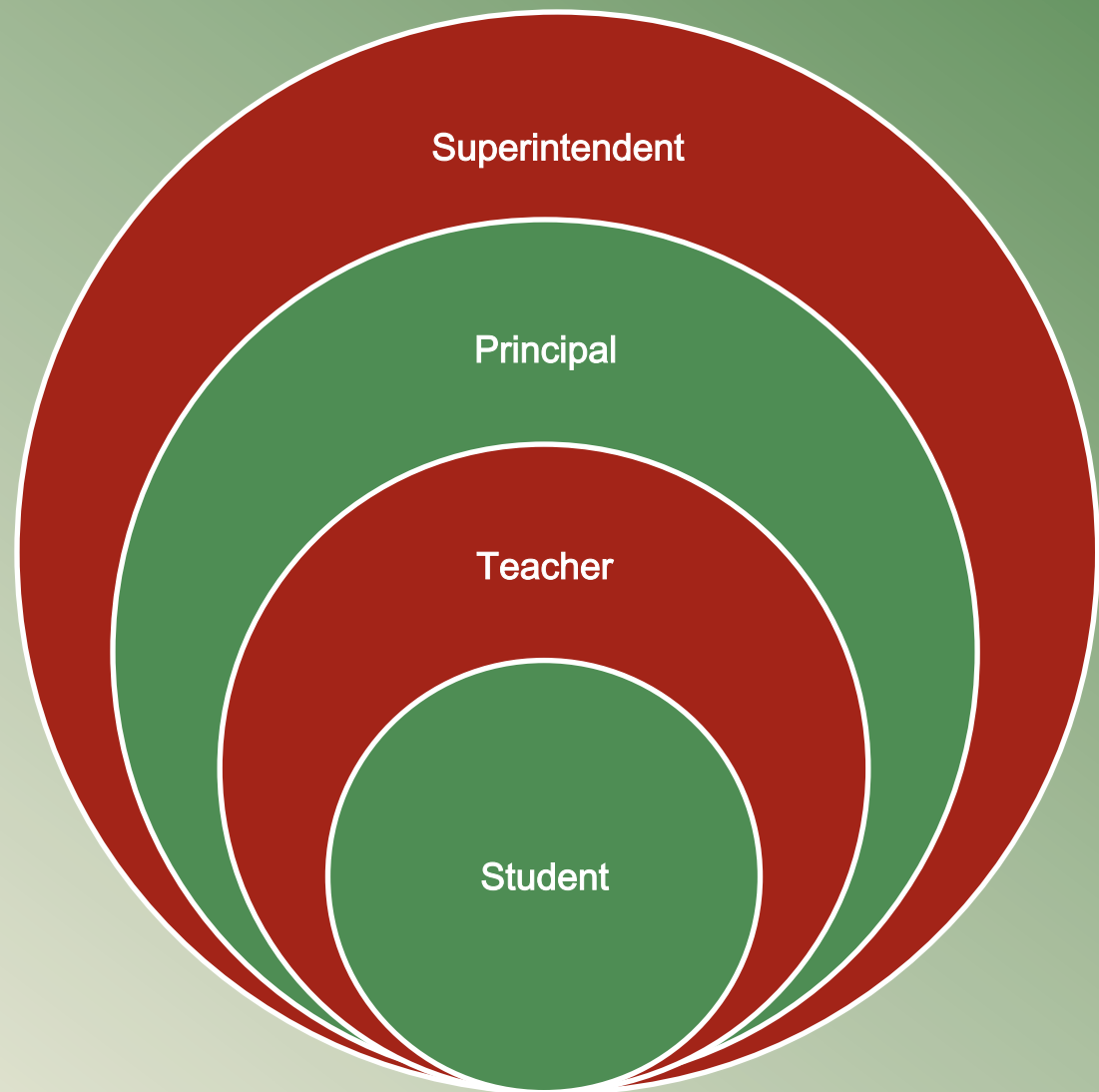
Dashboard

Huntington County Community School Corporation's Dashboard					
Focus Area/Aim	Action Plan	Performance Indicators	Measurement Collection Methods	Frequency	Whose Data Folder?
1. Literacy Aim: 1	<ul style="list-style-type: none"> Monitor implementation of Literacy Model Direct Instruction, K-12 Differentiation Monitor READ 180 Pilot at CV 	1.1 % students K-12 reading at or above grade-level	1.1.1 NWEA: % of students at grade-level appropriate RIT/Lexile range; grades K-12	Fall, Winter, & Spring	
			1.1.2 DIBELS: % of students meeting benchmark in each area; grades K-2	Fall, Winter, & Spring	
			1.1.3 READ 180????		
		1.2 % students K-12 mastering language arts standards/skills	1.2.1 NWEA: % of students at grade-level appropriate RIT score ; grades K-10	Fall & Spring	
		1.3 % students K-12 mastering writing standards/skills	1.3.1 % of students scoring a 4, 5, or 6 on the Quarterly Writing Assessments; grades K-8	Twice a year	
			1.3.2 % of students showing growth above baseline data score on Writing Assessment in grades 9-12	Quarterly	
2. Mastery of Indiana Academic Standards Aims: 1	<ul style="list-style-type: none"> Monitor implementation of the HCCSC Response to Intervention Plan Monitor HET implementation, K-12 Build parent support Using formative instruction data to drive instruction Monitor the instruction of standards through 	2.1 % students K-12 mastering math standards/skills	1.1.1 NWEA: % of students at grade-level appropriate RIT score; grades K-12	Fall & Spring	
		2.10 % Graduation	1.10.1 HNHS Graduation Report	Annually	



System-to-System Meetings

- One level of the system meeting with another
- **Discuss assessment data**
- Discuss strategy implementation to address areas of concern



Classroom Quality Rubric

HCCSC Classroom Quality Rubric Checklist	
Accomplish each task in a level. Seek "certification" by your building principal. Move on to the next level and repeat.	
✓	Quality Level 1
	Complete teacher customer/stakeholder matrix at the teacher level
	Facilitated student-generated classroom and personal mission statement (Gr. K-2 teacher and classroom only; gr. 3-12 teacher, classroom, and student)
	Established and displayed your dashboard of performance indicators
	Created student data folders aligned with your dashboard
	Conduct Goal-Setting & Student-Led Conferences
	Develop absence of threat by prominently posting a daily agenda, LIFESKILLS, and Lifelong Guidelines in the classroom; Teacher and students use calm voices in the classroom
	Create a clutter-free direct instruction area to enhance learning and focus attention
	Display world map in the classroom to support connections to current events
	Utilize state standards, HCCSC Master Maps, universal screenings, and progress monitoring to plan instruction.
	Collaborates ???
✓	Quality Level 2
	Completed all components of Level 1
	Complete teacher customer/stakeholder matrix at the teacher and classroom level
	Maintained and continually updated your dashboard of performance indicators
	Student data folders are maintained, continually updated, and aligned with your dashboard
	Developed teacher data folder with classroom dashboard data within Pearson Inform
	Conducted quarterly System-to-System (S2S) meetings with the principal (team, grade-level, department, or individual)
	Demonstrated use of two quality tools for classroom improvement
	Conducted quarterly celebrations of performance achievement/progress
	Demonstrated use of one ongoing PDSA aligned to the dashboard
	Utilize a two- to three-color tone selection, and increasingly focuses on what is being learned through the development of the physical environment.

Related to RtI
Implementation

WHERE
LEARNERS

Building Capacity with Stakeholders

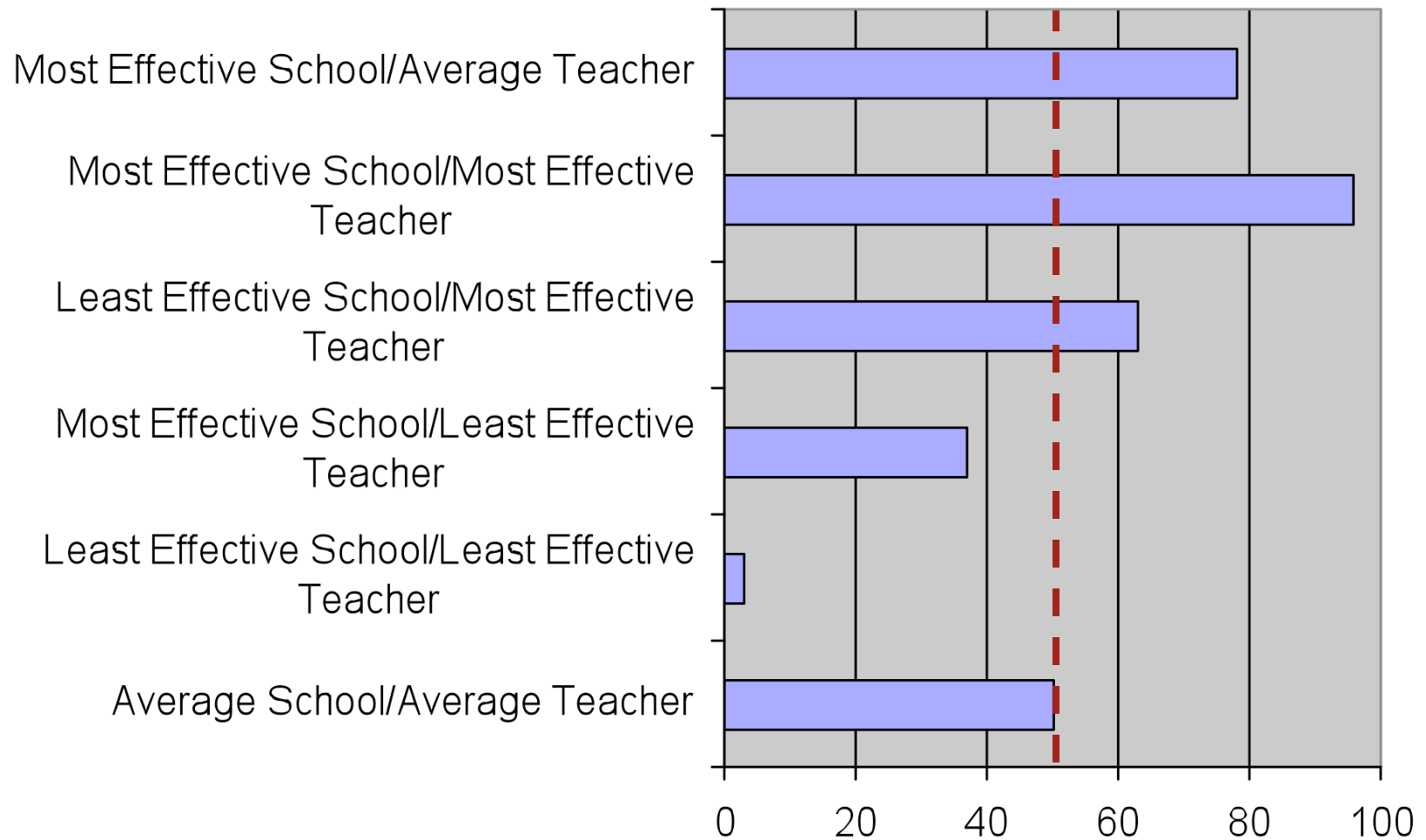
- Certified & Classified Staff
 - Professional Development:

“Never before has the pressure been so high to find ways to support successful teaching and learning through effective professional development.”

Salpeter, 2003



Effects on Student Achievement with Students Entering at 50th Percentile (After Two Years)



Dr. Steve Benjamin

Building Capacity with Stakeholders

- **Certified & Classified Staff**

- **Professional Development:**

- Professional Development Coordinators provide ongoing training, coaching, & support
 - Demonstration Classroom Model
- **Core Curriculum**
 - Curriculum Mapping
 - Conceptual, integrated curriculum
- **Core instruction**
 - HCCSC Literacy Model
 - Brain-compatible instruction: Highly Effective Teaching Model (Susan Kovalik)
- **Using data to drive instruction**



Guiding Principles of PD Model

1. Teachers cannot change a behavior or practice until they **SEE** what the new behavior or practice **LOOKS** like in a real world setting multiple times.
2. For professional development to truly be effective and sustained, it must be accompanied with on-going **COACHING** in a non-threatening environment.



Demonstration Classroom Model

Overview of the Model:

1. Four comprehensive 8 week training modules for ALL teachers

2. Modules include:

- Goal setting
- Observations of best practice strategies in the Demonstration Classrooms
- Professional development & coaching on strategies
- Time to implement the strategy with follow-up coaching
- Reflection on goals



Structure Of Modules

- Week One: Coach meets with teachers to discuss previous goal and to set a new goal. Observation time is scheduled for the Demonstration Classroom.
- Week Two: Teacher receives a ½ day in-service which includes a visit to the Demonstration Classroom for observation. Teacher debriefs
- Week Three: Teacher implements plan created with coach in order to reach goal.
- Week Four : Teacher works on reaching goal; ability to revisit Demonstration Classroom and work with coach.
- Weeks Five – Eight: Teacher works on reaching goal; coach is available for consultation



Demonstration Classroom Model

Overview of the Model:

3. Menu of Professional Development Options:

- Susan Kovalik's Highly Effective Teaching Model components
- Balanced Literacy components, especially Guided Reading
- Math instruction
- Technology integration
- Using assessment data to drive instruction
- Curriculum Mapping
- Rtl implementation



Structure of the Model

**Demonstration
Classroom**

**Prof. Dev.
Coordinators**

**Assigned
Schools**

Andrews Elem.

**1st Grade
Demonstration
Classroom**

**K-2 Coaches
Janette Moore
Jennifer
Redner**

**Flint Springs
Elem.**

**Horace Mann
Elem.**

Lancaster Elem.

**4th Grade
Demonstration
Classroom**

**3-5 Coaches
Kari George
Brandy
Aschliman**

Lincoln Elem.

Northwest Elem.

Roanoke Elem.

Salamonie Elem.

Module 1 - Weeks 1-4

**Demonstration
Classroom**

**Prof. Dev.
Coordinators**

**Assigned
Schools**

Andrews Elem.

Flint Springs
Elem.

Horace Mann
Elem.

Lancaster Elem.

Lincoln Elem.

Northwest Elem.

Roanoke Elem.

Salamonie Elem.

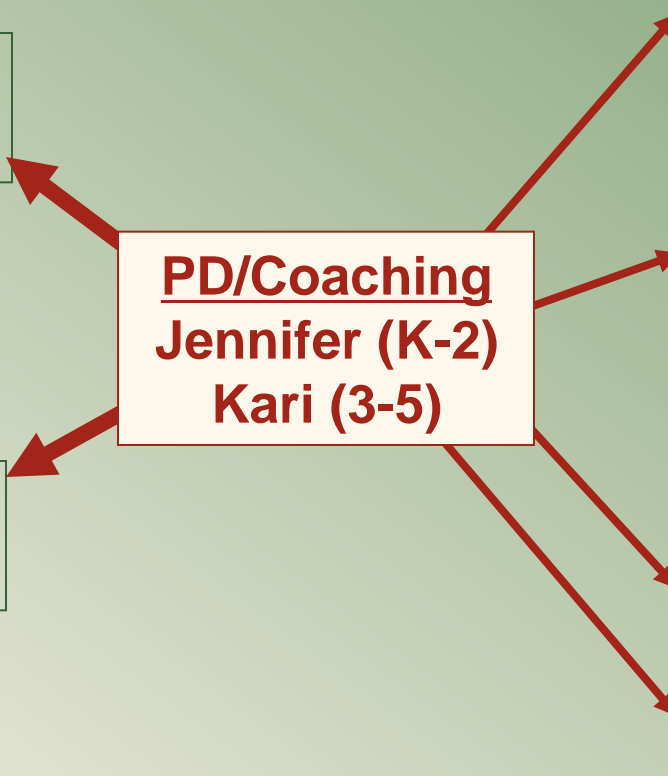
1st Grade
Dem.
Classroom

Teaching
Janette

4th Grade
Dem.
Classroom

Teaching
Brandy

PD/Coaching
Jennifer (K-2)
Kari (3-5)



Module 1- Weeks 5-8

**Demonstration
Classroom**

**Prof. Dev.
Coordinators**

**Assigne
d
Schools**

**1st Grade
Dem.
Classroom**

**Teachin
g
Jennifer**

**4th Grade
Dem.
Classroom**

**Teachin
g
Kari**

**PD/Coaching
Janette (K-2)
Brandy (3-5)**

Andrews Elem.

**Flint Springs
Elem.**

**Horace Mann
Elem.**

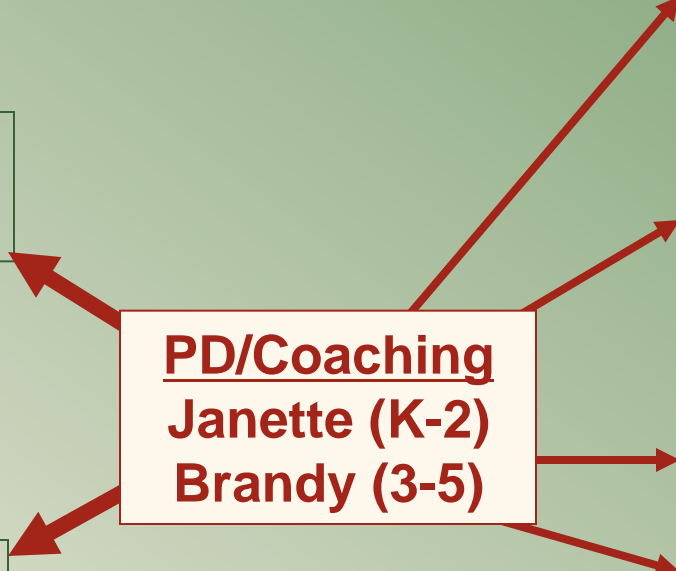
Lancaster Elem.

Lincoln Elem.

Northwest Elem.

Roanoke Elem.

Salamonie Elem.



**Mrs. Redner
Conducts a PD/
Coaching Session
with a group of her
teachers.**



**Teachers
observing Mrs.
Moore conducting
a Guided Reading
Lesson.**



Building Capacity with Stakeholders

- Giving Teachers Tools for Success:
 - Weekly Structured Collaboration Time – 45 Minutes
 - 30 min. delayed start every Wednesday

“The engine that drives high student achievement is teacher teams working collaboratively toward common curriculum expectations and using interim assessments to continuously improve teaching and attend to students who are not successful.” (Marshall, 2005)



2008-2009 Calendar

District calendar
reflecting delayed
starts for teacher
collaboration

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

August
 11th First teacher day (no students)
 12th Teacher work day (no students)
 13th First student day
September
 1st Labor Day-no school
October
 1st P/T conferences - early dismissal
 9th P/T conferences - early dismissal
 15th Early dismissal - prof. development
November
 18th Early dismissal-professional dev.
 27th-28th Thanksgiving break
December
 22nd Teacher work day (no students)
 23rd Christmas break begins
January
 5th School resumes (teachers only)
 19th Martin Luther King B-day - no school
February
 10th Early dismissal - prof. development
March
 18th Early dismissal - prof. development
April
 6th Spring break begins
 10th Good Friday - no school
 13th School resumes
May
 7th P/T conferences - early dismissal
 13th P/T conferences - early dismissal
 19th Last student day
 20th Last teacher day
 21st-22nd Snow make-up days
 25th Memorial Day - no school
 28th-29th Snow make-up days

Term Dates	Start	Mid	End
1 st 9 Weeks (45 Days)	8-13-08	9-12-08	10-15-08
2 nd 9 Weeks (45 Days)	10-16-08	11-18-08	12-19-08
3 rd 9 Weeks (45 Days)	1-06-09	2-06-09	3-10-09
4 th 9 Weeks (45 Days)	3-11-09	4-17-09	5-19-09

- ☐ Teachers Only
- First/Last Student Day
- Vacation/Holidays
- 1/2 Day for Students (Conferences)
- Early Dismissal for Training
- No Delay Start / All other Wednesdays will be a 30 minute delay start
- 30 Minute delay start

"A place where everyone learns"



Building Capacity with Stakeholders

- **Giving Teachers Tools for Success:**
 - **Weekly Structured Collaboration Time – 45 Minutes**
 - 30 min. delayed start every Wednesday
 - **Ongoing professional development**
 - **Effective Interventions (i.e.: READ 180 & L.L.I.)**
 - **Modified schedules – time to implement interventions**
 - **Technology supports**
 - **Pearson Inform**
 - Data Warehouse & Mining Tool
 - Academic Intervention Plan Documentation





Home

Reports

Query

Report Library

Maintenance

Proficiency Profiles

Messages

Onefine School District

Context



District



School



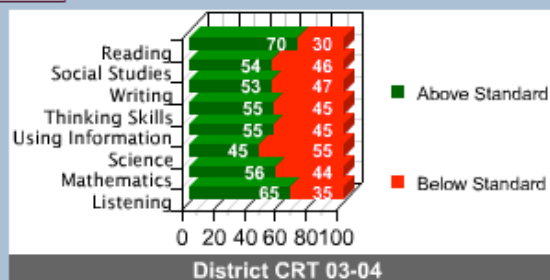
Find Student

Report Library

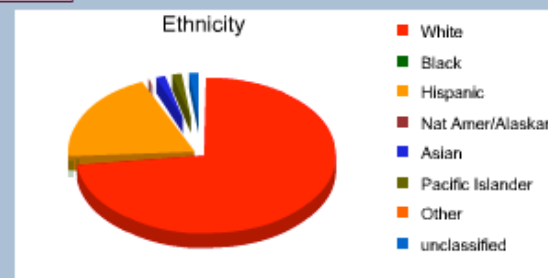
[Edit Report List](#) [Edit Folders](#)

- Shared Library
 - *Spring CRT
 - MATH CRT 04-05 Grades 3 - ...
 - SAT-03 Math - Fall Spring...
 - Third Grade Over 3 Years
- District Reports
- School Board Reports
- Personal Library

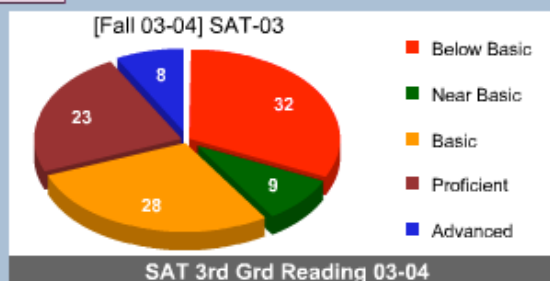
open



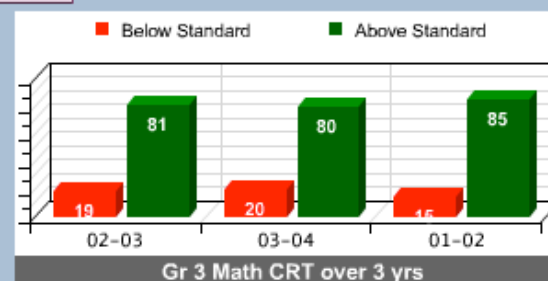
open



open



open



Create Reports - Create new reports from query page



Search for a Student - Display an individual student performance profile

A single report can be displayed at multiple context levels

Context

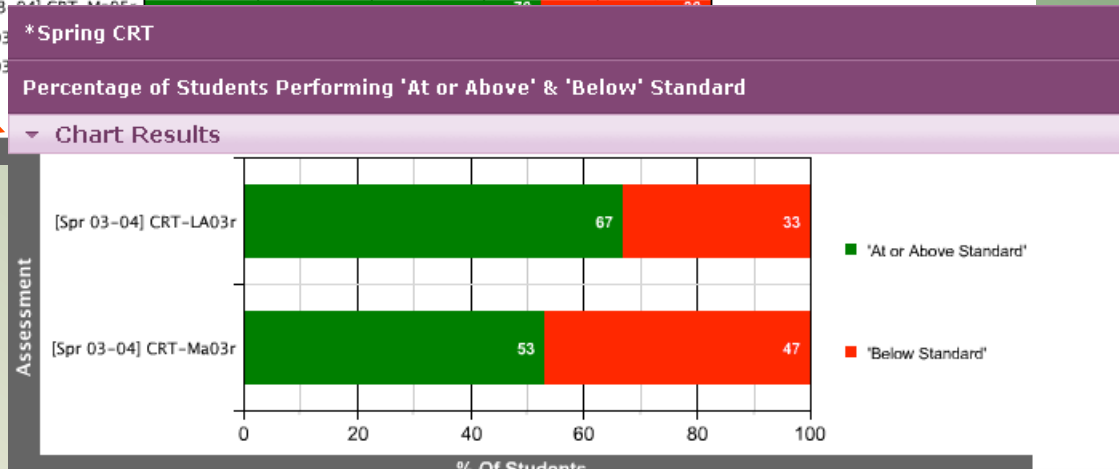
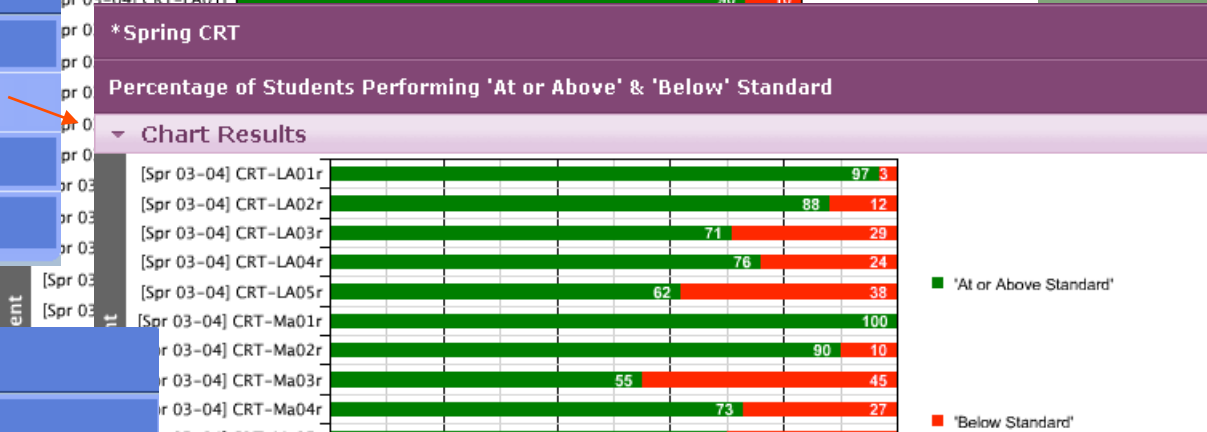
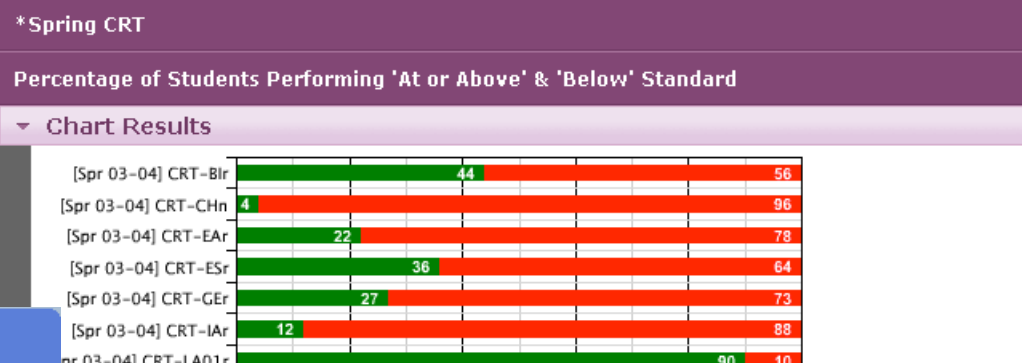
- District
- School
- Find Student

Context

- District
- School
- Class
- Find Student

Context

- District
- School
- Class
- Class Roster
- Find Student

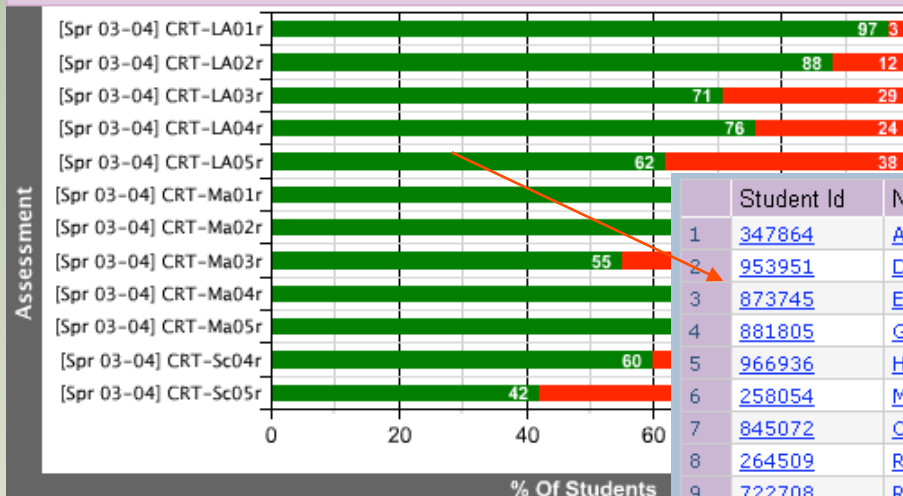


Any score bar in any report can be clicked to reveal student names & demographics

* Spring CRT

Percentage of Students Performing 'At or Above' & 'Below' Standard

Chart Results



Drill down to individual student profile from student list.

	Student Id	Name	Grade	% Correct	Ethnicity	ELL	Attendance
1	347864	Andrus, Micah	12	87	White		
2	953951	Derington, Spencer	11	98	White		
3	873745	Eagar, Max	11	87	White		
4	881805	Gibbons, Kadee	11	92	White		
5	966936	Hiatt, Ericka	11	85	White		
6	258054	Madden, Lara	12	87	White		
7	845072	Oliver, Erika	11	89	White		
8	264509	Rasmussen, Celeste	10	87	White		
9	722708	Robinson, David	12	89	White		
					White		
					White		
					White		
					White		

Export to PDF

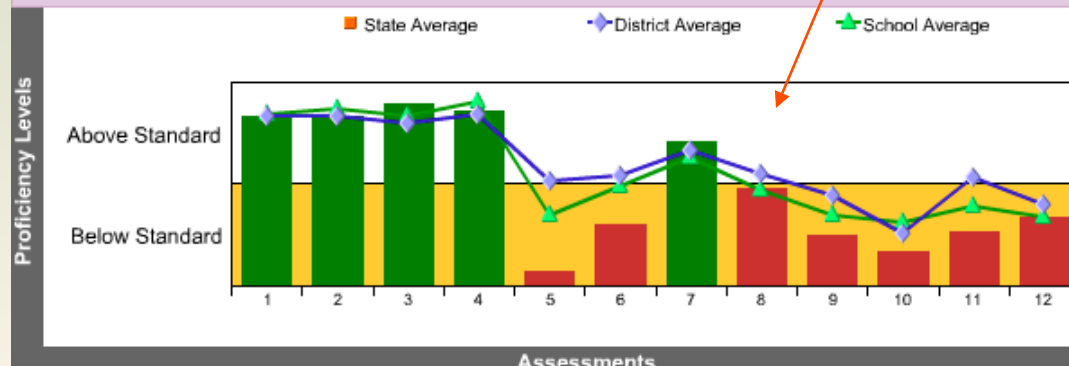
Export to Excel

Export to Word

Print Report

Saralynn Bastian - Student Proficiencies by Assessment

Chart Results



Report

Close



Pearson Inform's AIP

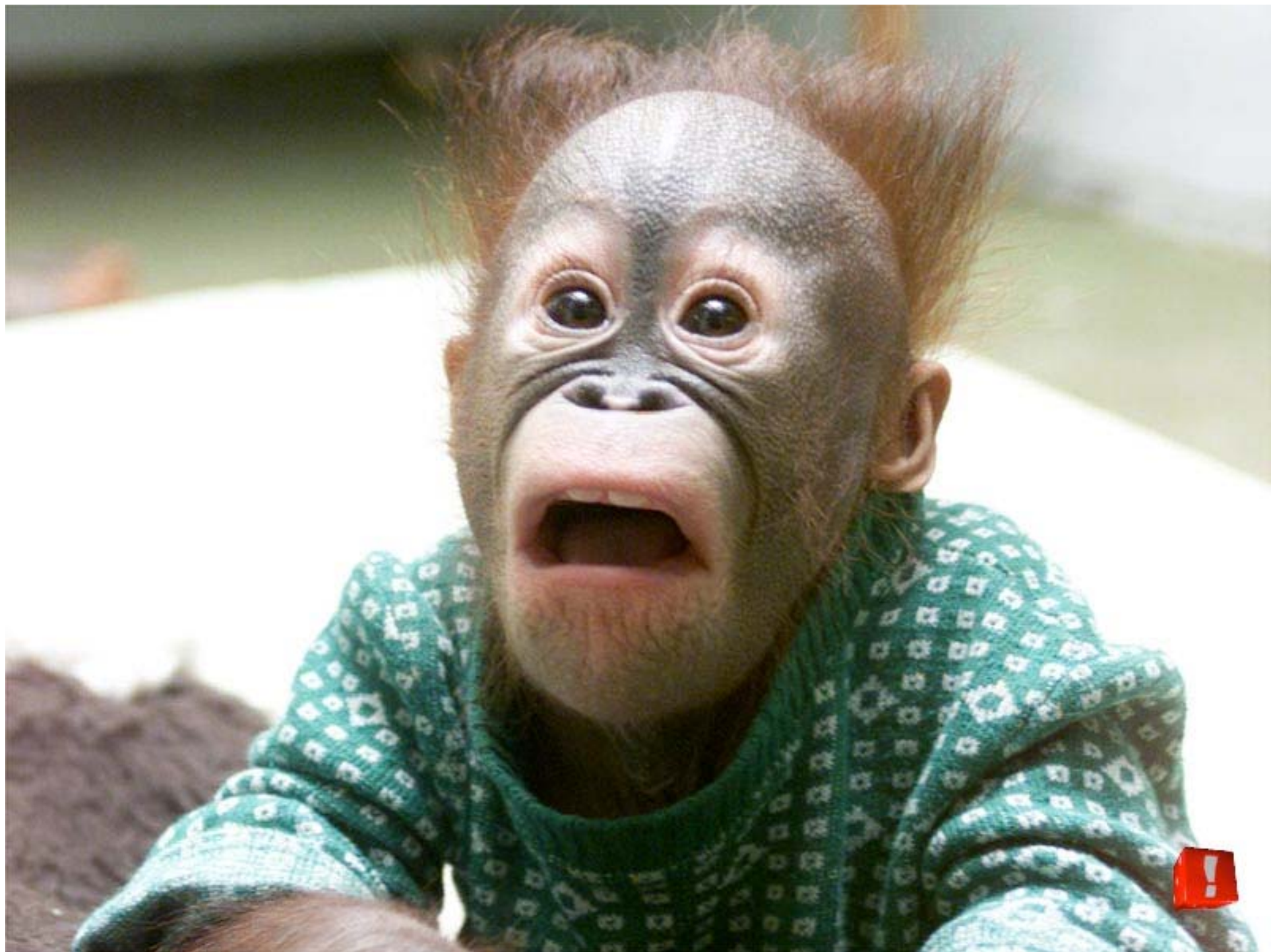
- Student's Demographic Information
- Student's Assessment History (Universal Screenings)
- Student's Intervention History with Anecdotal Notes
- Student's Current Interventions with Anecdotal Notes
- Progress Monitoring Data with Aim Line
- Student's Goal History
- Student's Current Goals
- Student's Responsibilities
- Parent's Responsibilities
- Signature Lines



Building Capacity with Stakeholders

- **Parents & Community Members:**
 - **Stakeholder Focus Groups**
 - **Committee Involvement**
 - **Stakeholder Satisfaction Surveys**
 - **Family Academy: Ongoing training sessions for parents led by HCCSC teachers**
 - **Topics:**
 - **Recognizing Your Child's Strengths: Why so many TESTS?**
 - **Reading at Home: Building Vocabulary & Comprehension Skills**
 - **The Importance of Communication: Fostering a Positive Self-Esteem**
 - **Building Math Power at Home**





Rtl Resources

- www.nasdse.org - National Association of State Directors of Special Education
- www.ideapartnership.org - IDEA Partnership
- www.rtinetwork.org – Rtl Action Network
- www.nrcld.org - National Research Center on Learning Disabilities
- www.rti4success.org - National Center on Response to Intervention
- www.studentprogress.org - National Center on Student Progress Monitoring
- www.progressmonitoring.net - Research Institute on Progress Monitoring
- www.successfulschools.org - National website on Positive Behavioral Support Strategies
- www.pbis.org - National Technical Assistance Center on Positive Behavioral Interventions & Supports (PBIS)
- www.thecenter4learning.com – Susan Kovalik's Highly Effective Teaching Model
- www.leadered.com - International Center for Leadership in Education (Dr. Willard Daggett)
- www.stevebenjamin.net - Dr. Steve Benjamin, Continuous Quality Improvement Educational Consultant in Indiana

Rtl Resources Continued

- www.nwea.org – Northwest Evaluation Association
- www.pearsonschool.com – Pearson Inform Data Warehouse & Academic Intervention Plan
- www.rubicon.com - Rubicon Atlas Curriculum Mapping Software
- <http://teacher.scholastic.com/products/read180/>. - READ 180 Software
- www.curriculumdesigners.com - Dr. Heidi Hayes Jacobs
- www.curriculummapping101.com - Janet Hale
- www.teachers.net - Dr. Harry Wong

Contact Information

Chuck Grable, Assistant Superintendent for Instruction
cgrable@hccsc.k12.in.us
(260) 356-5464

Chad Daugherty, Principal @ Crestview Middle School
cdaugher@hccsc.k12.in.us
(260) 356-6210

**Adam Drummond, Assistant Principal @ Lincoln Elementary
& Professional Development Coordinator**
adrummond@hccsc.k12.in.us
(260) 356-2914

Lynn Brown, Social Studies Teacher @ Salamonie School
lbrown@hccsc.k12.in.us
(260) 375-3434

